

# ENGAGING WITH AUDIENCES EARLY: THE ROLE OF SOCIAL MEDIA AND NETWORKS IN DEVELOPING A COMMUNICATIONS STRATEGY FOR A GLOBAL RESEARCH PROJECT

Walji, S.;

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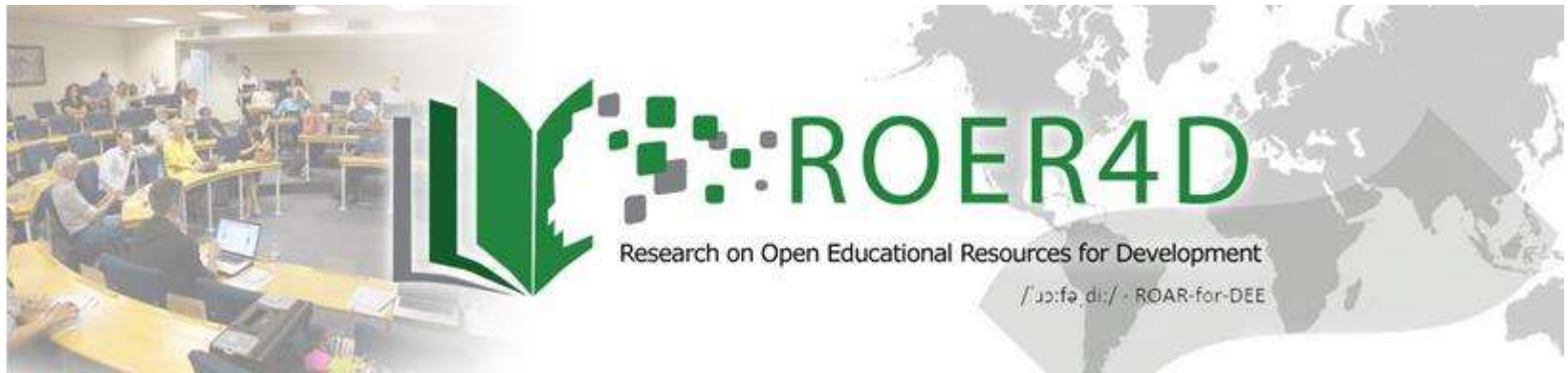
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*IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development*



## Engaging with audiences early: the role of social media and networks in developing a communications strategy for a global research project

Sukaina Walji

ROER4D Communications Advisor

University of Cape Town

Association of Business Communications Regional Conference, Cape Town,  
6-8 Jan 2016



# Overview

- Introduce the ROER4D project
- Research communications
- Developing the ROER4D communications strategy
- Audience analysis and engagement

# What are OER?

- Open educational resources (OER) are **teaching, learning, and research** resources that reside in the **public domain** or have been released under **an intellectual property license** that permits their free use and **re-purposing** by others (e.g. Creative Commons) (adapted from Smith & Casserly 2006: 8).



Free lecture  
notes

Any learner or  
teacher

Free videos

# OER as a response to some challenges facing education in developing countries

Improve the affordability of education through reducing students' textbook and course development costs

Improve the quality & currency of teaching materials through adaptation and customisation

Improve teacher pedagogy to learner centred constructivism

Enable the personalisation of instruction

Increase visibility of teaching & knowledge from Global South



The screenshot shows the homepage of the eLearning Africa News website. The header features the logo 'eLearning Africa News' with the tagline 'Perspectives on ICT, Education and Development in Africa'. Below the header is a navigation bar with links: Home, Field Stories, Opinions, Trends, Jobs, and Advertise with us. A search bar is located on the right. Social media sharing buttons for Twitter (5) and Facebook (2) are visible. The main content area is titled 'TRENDS' and features an article titled 'Finding the sweet spot: open educational resources in the developing world' dated December 17, 2012. The article includes an image of a hand holding a globe with a graduation cap and a diploma. The text discusses the benefits and challenges of Open Educational Resources (OERs) in developing countries, particularly in Africa, and mentions UNESCO's definition of OERs and examples like Coursera, Udacity, and edX.

**eLearning Africa News** Perspectives on ICT, Education and Development in Africa

Home Field Stories Opinions Trends Jobs » Advertise with us search...

Tweet 5 Like 2

**TRENDS**

## Finding the sweet spot: open educational resources in the developing world

on December 17, 2012

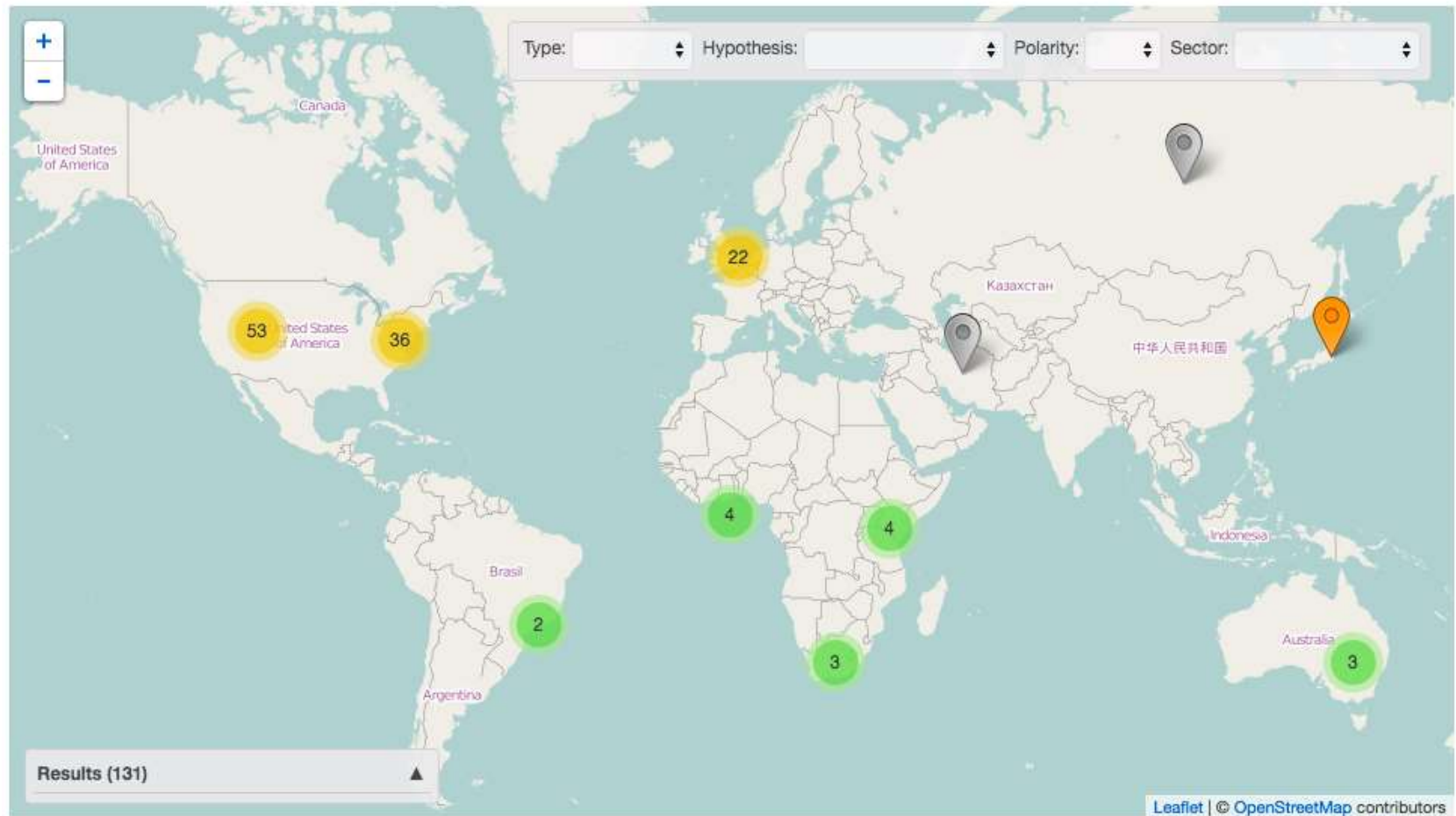


With debate about the benefits and future of the MOOC dominating the educational blogosphere in the last year, discussions about the open sharing of educational resources are becoming more prevalent. Open Educational Resources, or OERs, offer a potential tool for impacting education in developing countries and fast growing economies, particularly in the emerging technology hubs of Africa. These open, freely available educational resources can provide top education for people who don't have access to universities or education in developing countries, but there is fear that educational resources created in highly developed countries will be of little use to those in developing countries because of cultural and economic differences.

Open Educational Resources are described by UNESCO (<http://www.unesco.org/new/en/>) as being teaching, learning or research materials that are free to distribute or adapt. The MOOC is a great example of an OER, and organisations like Coursera (<https://www.coursera.org/>), Udacity (<http://www.udacity.com/>) and edX

[http://www.elearning-africa.com/eLA\\_Newsportal/finding-the-sweet-spot-open-educational-resources-in-the-developing-world/](http://www.elearning-africa.com/eLA_Newsportal/finding-the-sweet-spot-open-educational-resources-in-the-developing-world/)

# Most OER research taking place in Global North



<http://oermap.org/oer-evidence-map/>



# Research on OER for Development (ROER4D)

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

A world map with the landmasses of the Americas, Africa, Europe, and Asia shown in a light gray color. The oceans are white. A large, semi-circular region in the southern half of the map is highlighted in a solid green color. This region includes South America, sub-Saharan Africa, and parts of Asia and Australia. The text 'in the Global South' is written in green, bold, sans-serif font across the middle of this green-shaded area.

**in the Global South**

# Research on Open Educational Resources for Development in the Global South

## GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries  
by better understanding the use and impact of OER

August 2013 - February 2017

### PROJECT CLUSTERS

OER  
Desktop Review

OER Survey

Academics'  
adoption of OER

Teacher educators'  
adoption of OER

OER  
adoption in one  
country

OER impact  
studies

Baseline  
educational  
expenditure



[roer4d.org](http://roer4d.org)

[facebook.com/  
ResearchOERforDevelopment](https://facebook.com/ResearchOERforDevelopment)  
[twitter.com/roer4d](https://twitter.com/roer4d)



**ROER4D**  
Research on Open Educational Resources for Development  
(roer4d) - ROER-for-DEE



**wawasan**  
**open UNIVERSITY**  
the people's university

**IDRC**  
International Development  
Research Centre



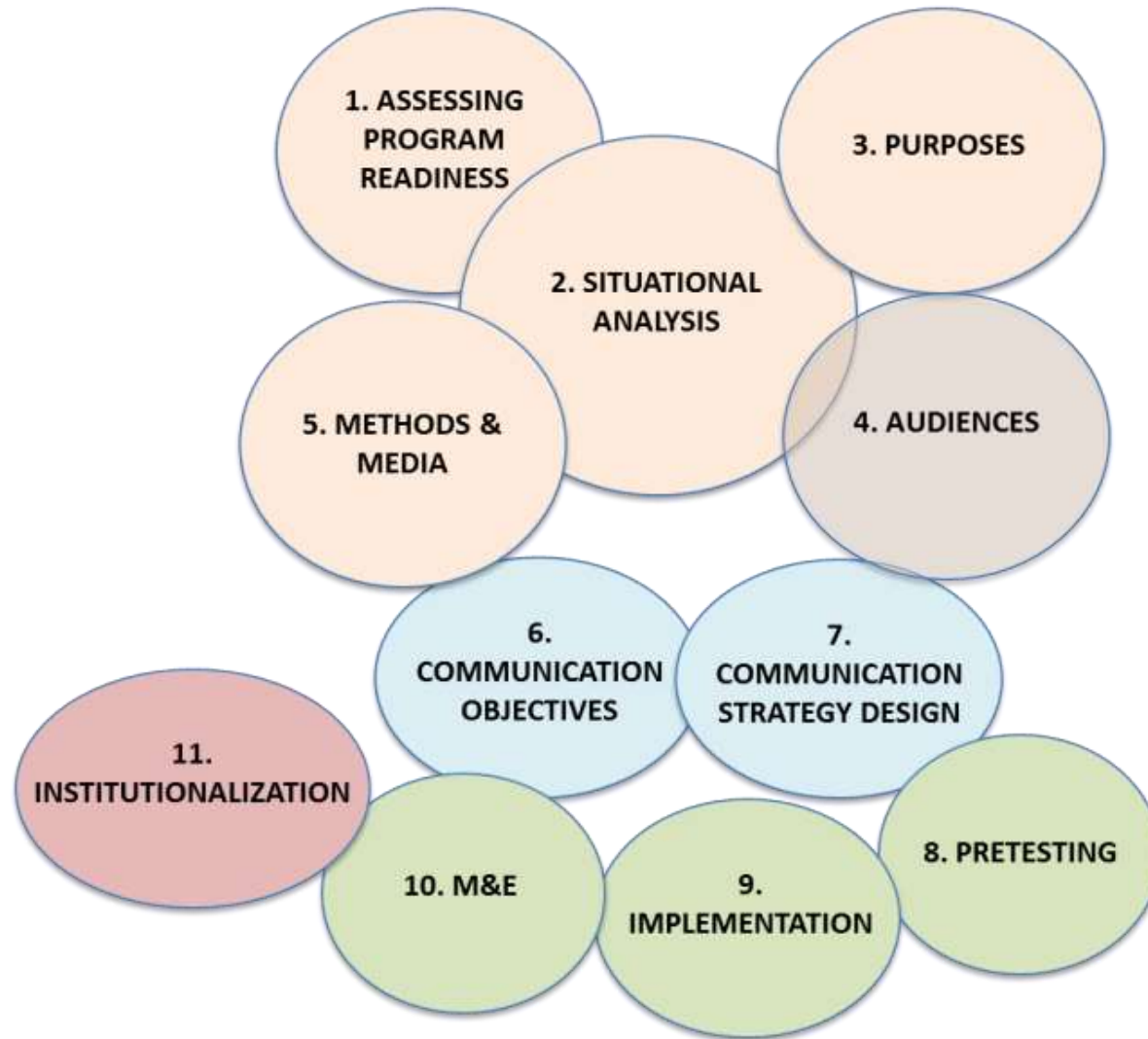
**CRDI**  
Centre de recherches pour le  
développement international

**UKaid**  
UNITED KINGDOM OF GREAT  
BRITAIN





# Developing a communications strategy



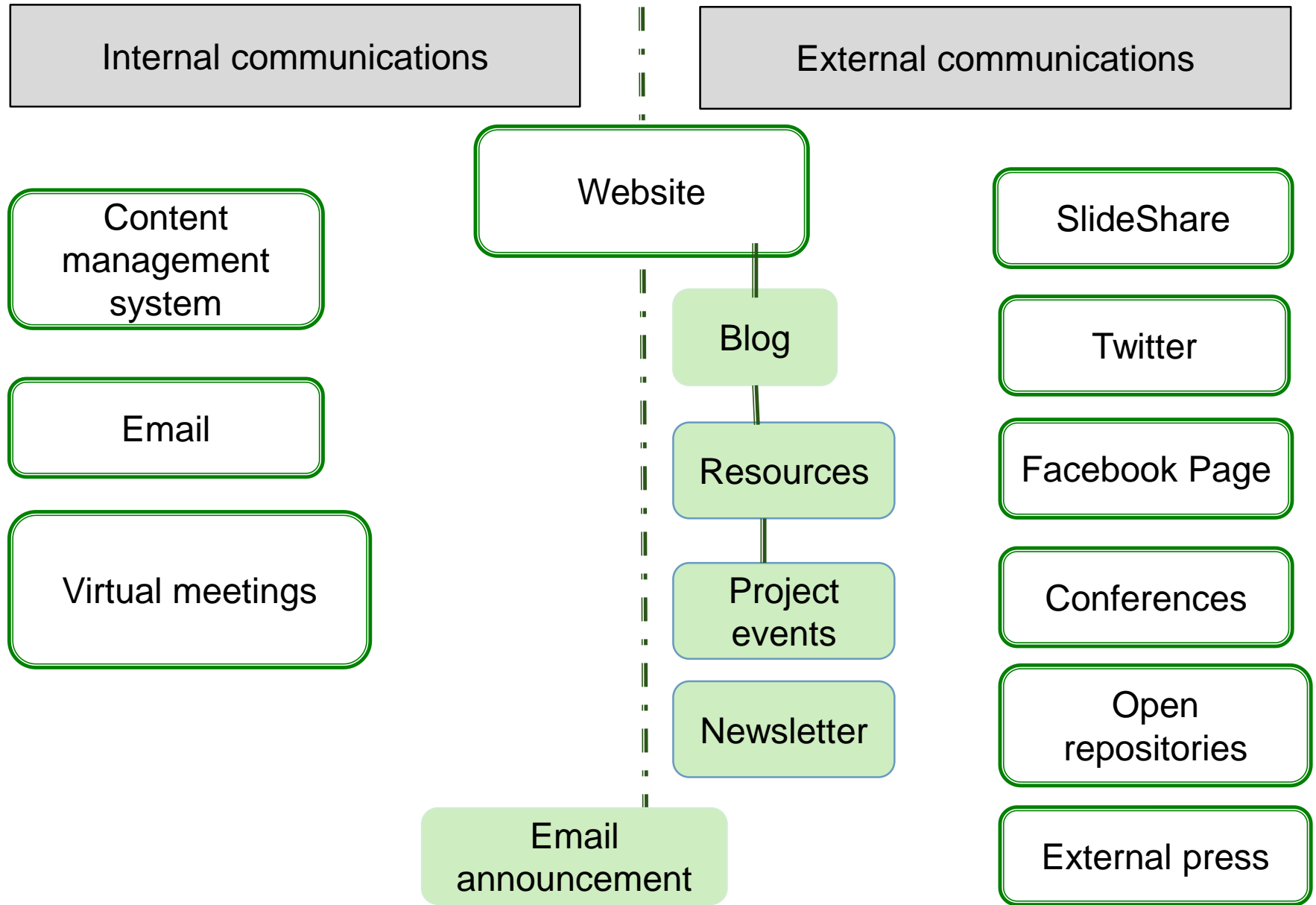
# Four key purposes for ROER4D Communications

1. Visibility for project
2. Knowledge generation
3. Networking
4. Research capacity development

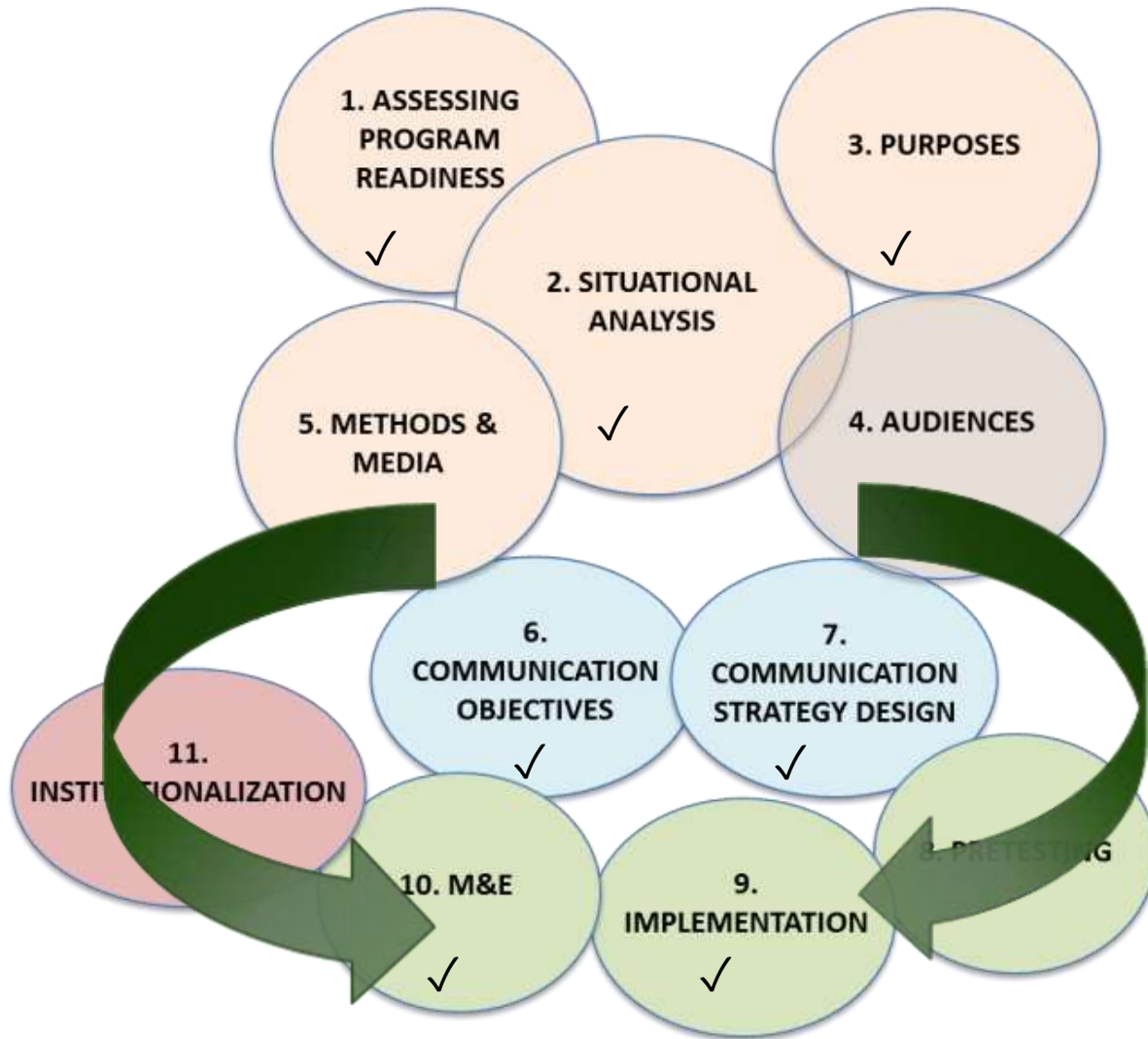


These have informed our communications activities

# ROER4D Communications channels

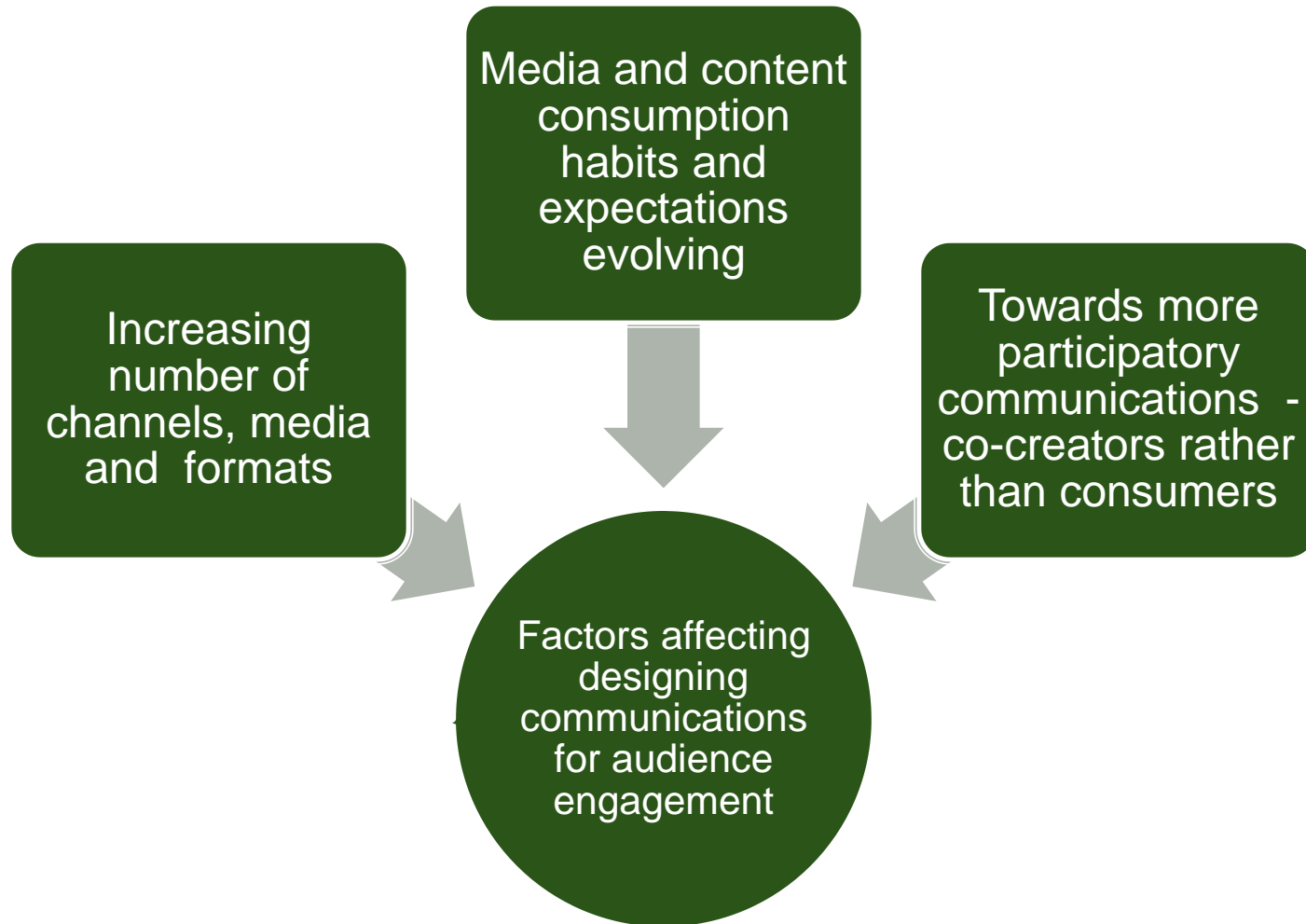


# Audience analysis iteration



Ongoing  
iteration  
around  
audience  
engagement

# Factors influencing audience engagement



[1] Doemeland D; Trevino. J. 2014. *Which World Bank reports are widely read ?*. Policy Research working paper ; no. WPS 6851. Washington, DC: World Bank Group.

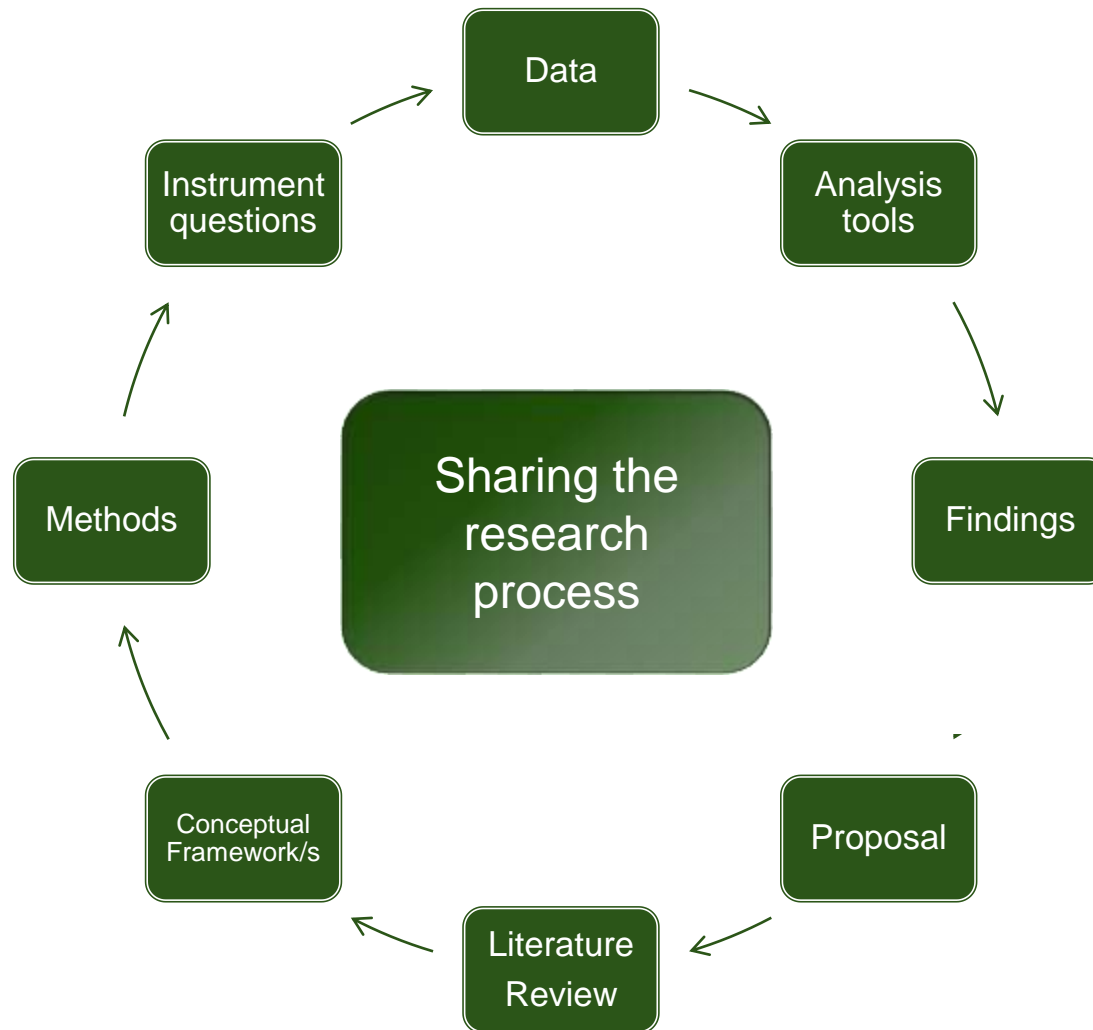
[2] Lewin, T., & Patterson, Z. (2012). Approaches to Development Research Communication. *IDS Bulletin*, 43(5), 38-44. doi:10.1111/j.1759-5436.2012.00361.x

# How to engage audiences early

- **Share outputs early**
- Invite participation
- Track and measure engagement
- Create and maintain relationships on and off-line



# Share research process via digital channels



# Examples of sharing research process outputs

## ROER4D Bibliography



ROER4D

Research on Open Educational Resources for Development

/ˈɔːr.əˌdiː/ - ROAR-for-DEE

<http://tinyurl.com/ROER4D-Bibliography>

This is a work in progress. Please feel free to make a copy for yourself and/or send us comments (thomas.king@uct.ac.za) of references that we may have missed. Regards Thomas King on behalf of the ROER4D Team

### Overview

OER References	List of references used in ROER4D research reports
Open Textbook References	List of references used in ROER4D research reports
MOOC References	List of potential MOOC references
Educational Expenditure	List of potential references on educational expenditure mainly in South Africa and South America
OER-friendly journals	List of OER-friendly journals
Activity Theory References	List of Activity Theory references
Methodological References	List of references used in ROER4D research reports



ROER4D @ROER4D · 15 Oct 2015

#ROER4D Bibliography on #OER research gets a shout-out in @czernie keynote. Link here [tinyurl.com/ROER4D](http://tinyurl.com/ROER4D) #icdeunisa



1



1



ROER4D @ROER4D · 3 Dec 2015

We've published our first open dataset - @SCAprogramme blogs on significance for #openresearch and #opendata #OER [roer4d.org/1968](http://roer4d.org/1968)



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3



[View summary](#)

# How to engage audiences early

- Share outputs early
- **Invite participation**
- Track and measure engagement
- Create and maintain relationships on and off-line

# Invite participation



**ROER4D**

Published by Sukaina Walji | 71 · 19 November 2015 ·

Review and comment on Cheryl Hodgkinson-Williams and Thomas King's draft paper 'Researching OER in the open' for OpenEd15 presentation  
[#oerresearch](#) [#openness](#) [#globalsouth](#)

[Winning open research](#)  
[Defining 'open research'](#)  
[Benefits and challenges of open research in the ROER4D project](#)  
[Ideological openness](#)  
[Recommendations to encourage ideological openness](#)  
[Legal openness](#)  
[Legal openness in contracting](#)  
[Legal openness of research documentation](#)  
[Legal openness of research data](#)  
[Recommendations to enact legal openness](#)  
[Technical openness](#)  
[Collaboration](#)  
[Availability/Discoverability](#)  
[Revisability and Remixability](#)  
[Verification/Interrogation](#)  
[Recommendations to ensure technical openness](#)  
[Practical openness](#)  
[Recommendations to ensure practical openness](#)  
[Conclusion](#)  
[References](#)  
[Acknowledgements](#)

## Hodgkinson-Williams & King OpenEd 2015 - draft paper

Researching OER in the open: Developments in the ROER4D project - Draft paper  
Cheryl Hodgkinson-Williams and Thomas King...

DOCS.GOOGLE.COM



**ROER4D** @ROER4D · 19 Nov 2015

In the spirit of [#openresearch](#) review  
[@CherylHW](#) draft paper 'Researching  
[#OER](#) in the Open' up next at [#opened15](#)  
[tinyurl.com/Researching-OER](http://tinyurl.com/Researching-OER)



4



2

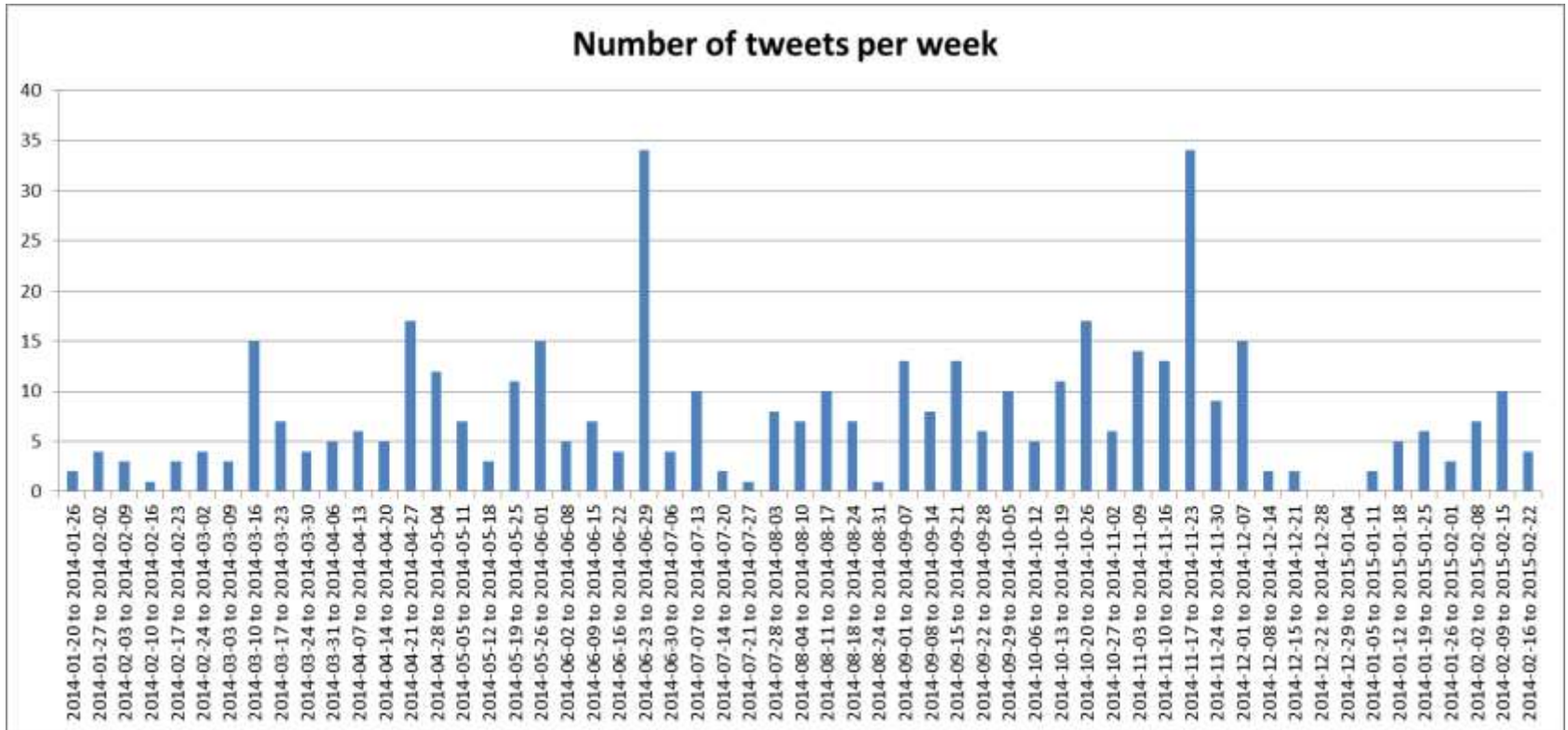


[View summary](#)

# How to engage audiences early

- Share outputs early
- Invite participation
- **Track and measure engagement**
- Create and maintain relationships on and off-line

# Tweets per week

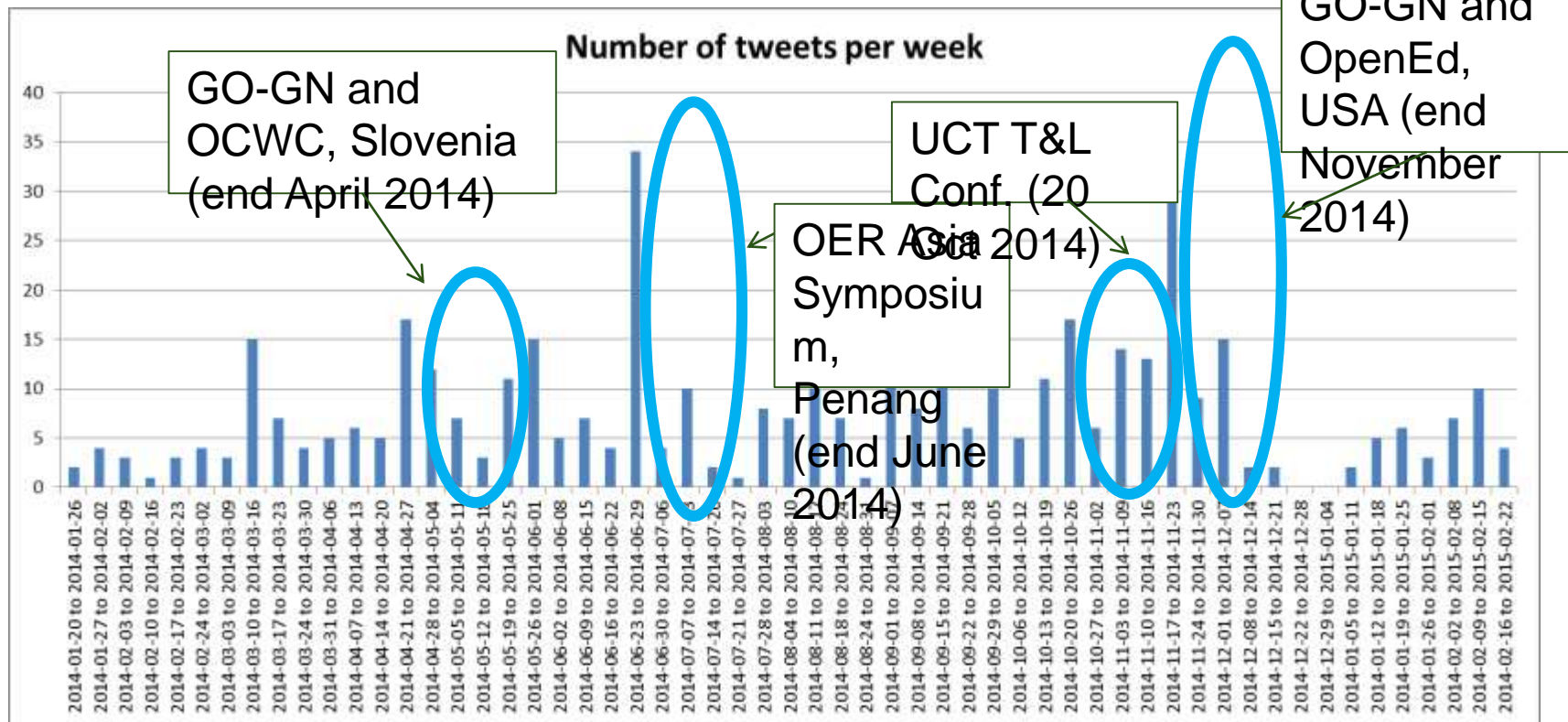


■ Average: 7.75 tweets per week

Data downloaded from Twitter Analytics; analysis conducted in Excel: grouped individual tweets into tweets per week

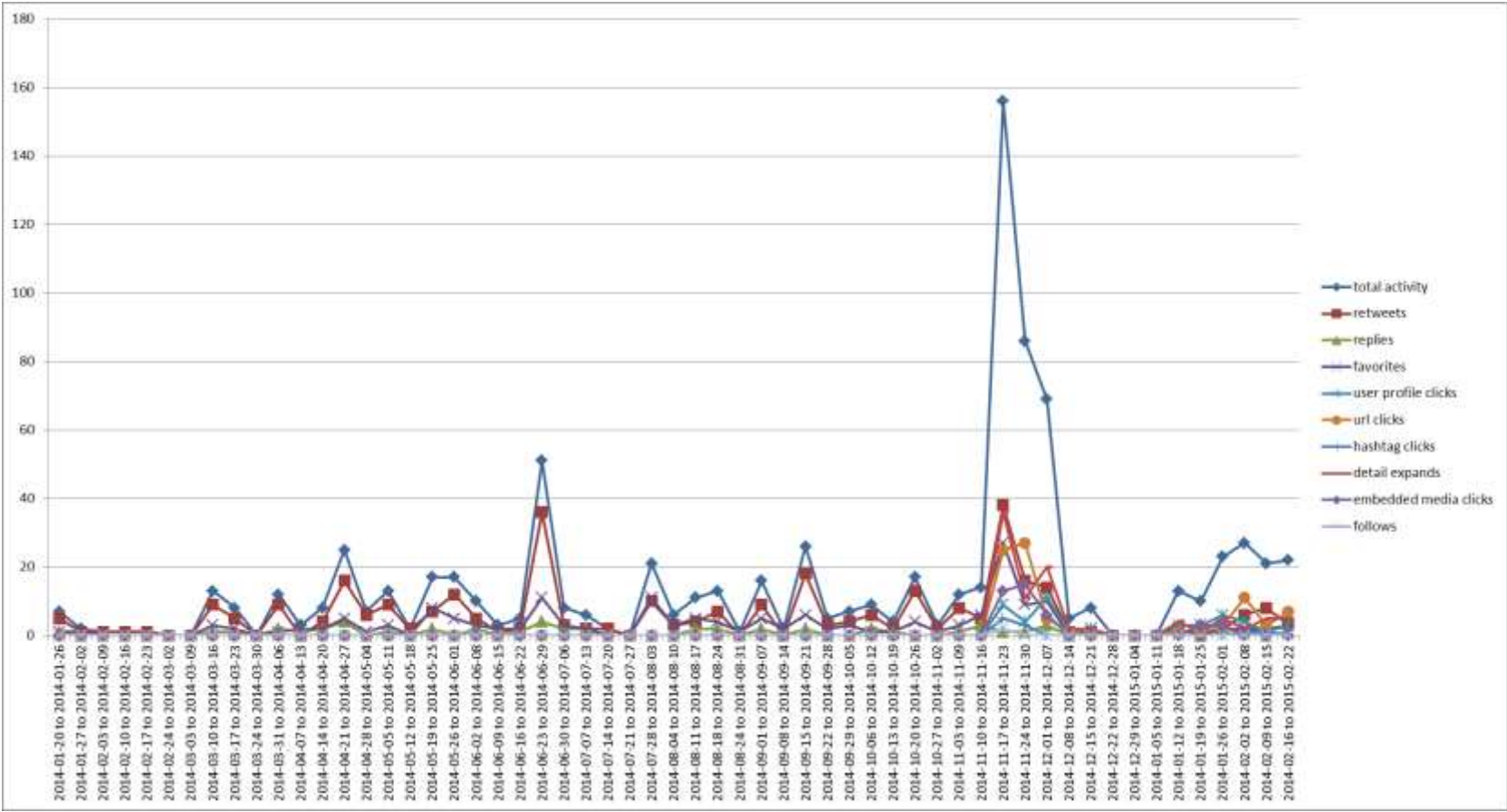


# Tweets per week

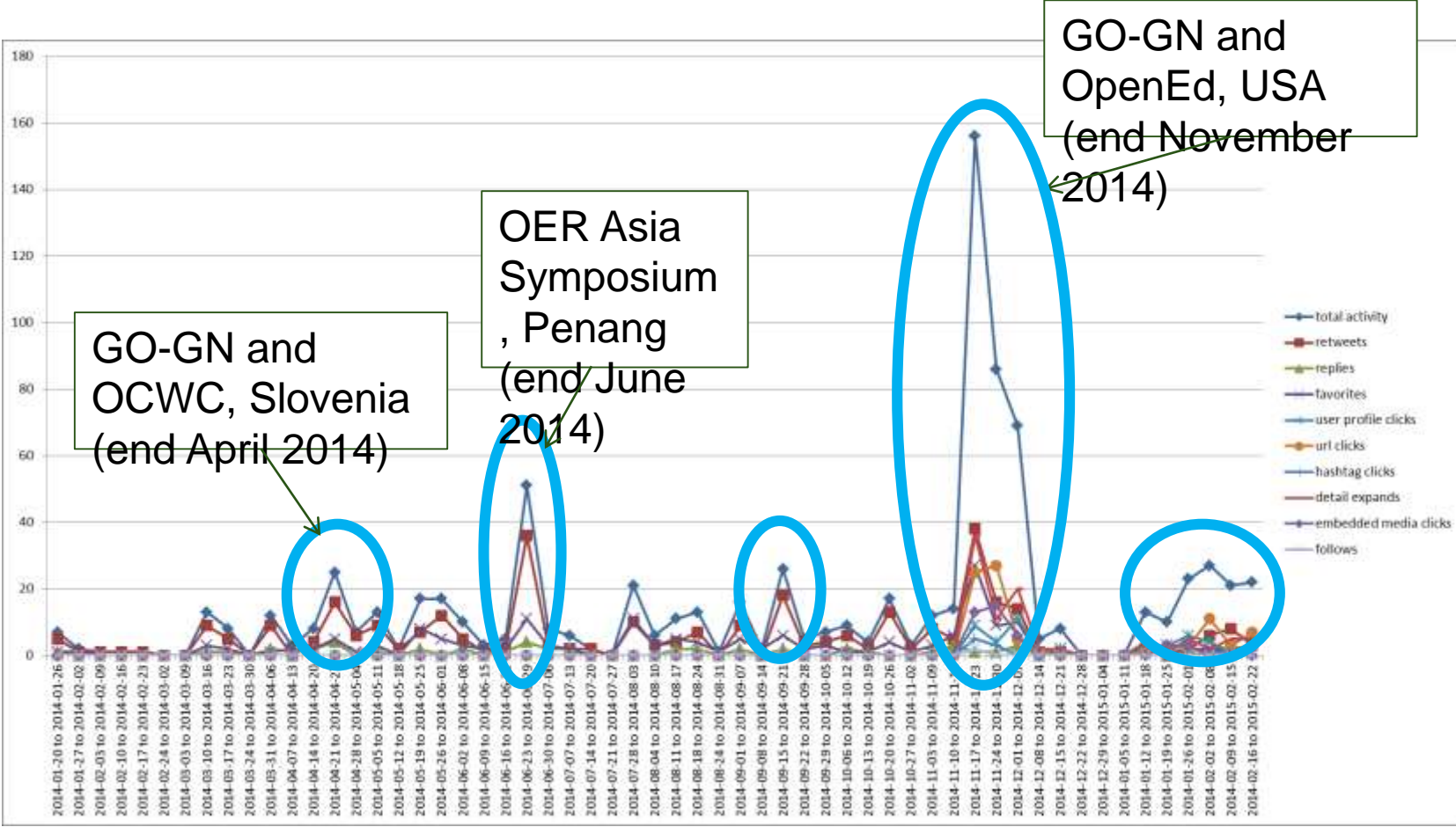


- Average: 7.75 tweets per week

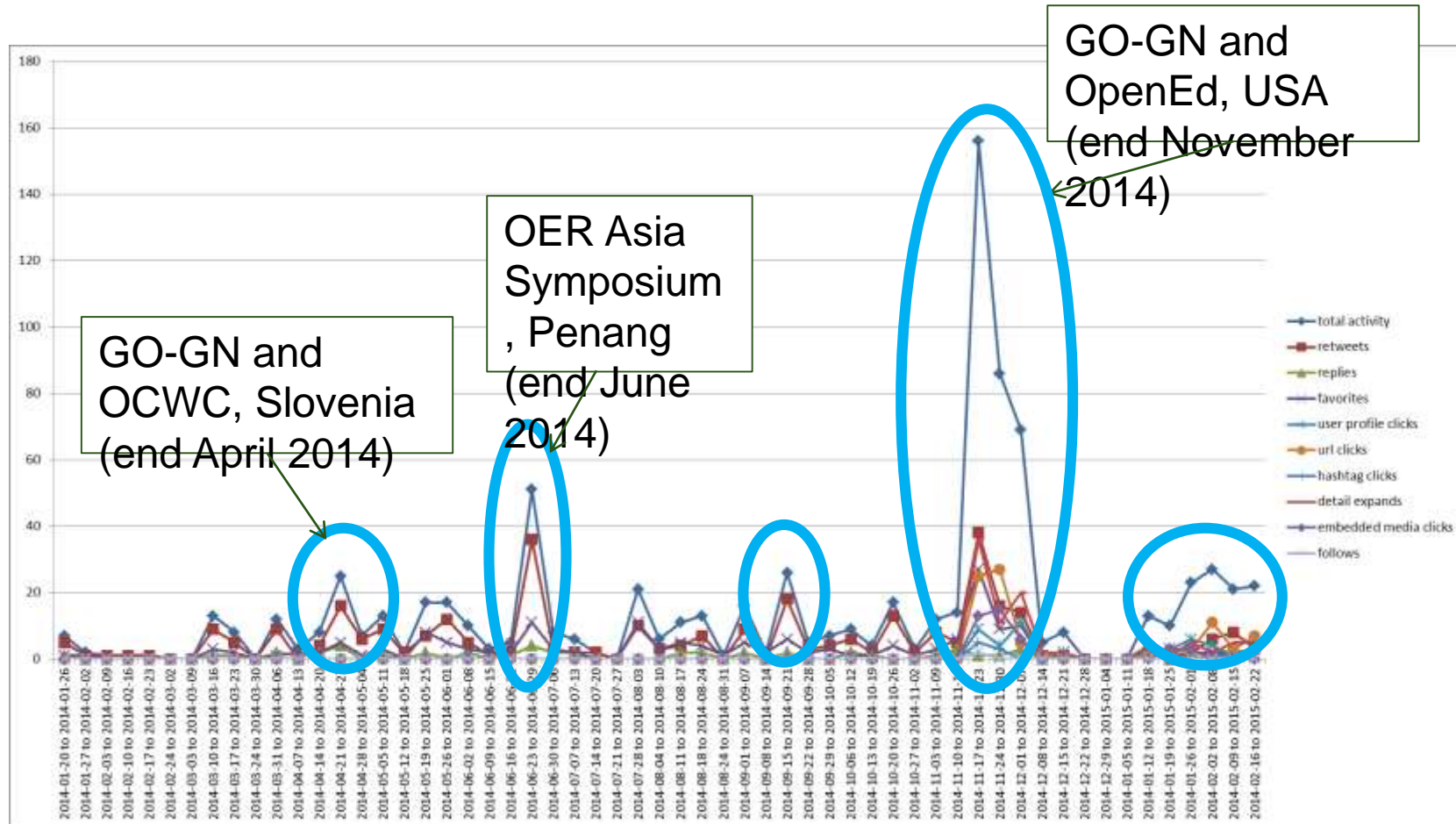
# Activity around tweets (per week)



# Activity around tweets (per week)



# Activity around tweets (per week)



## Recommendation:

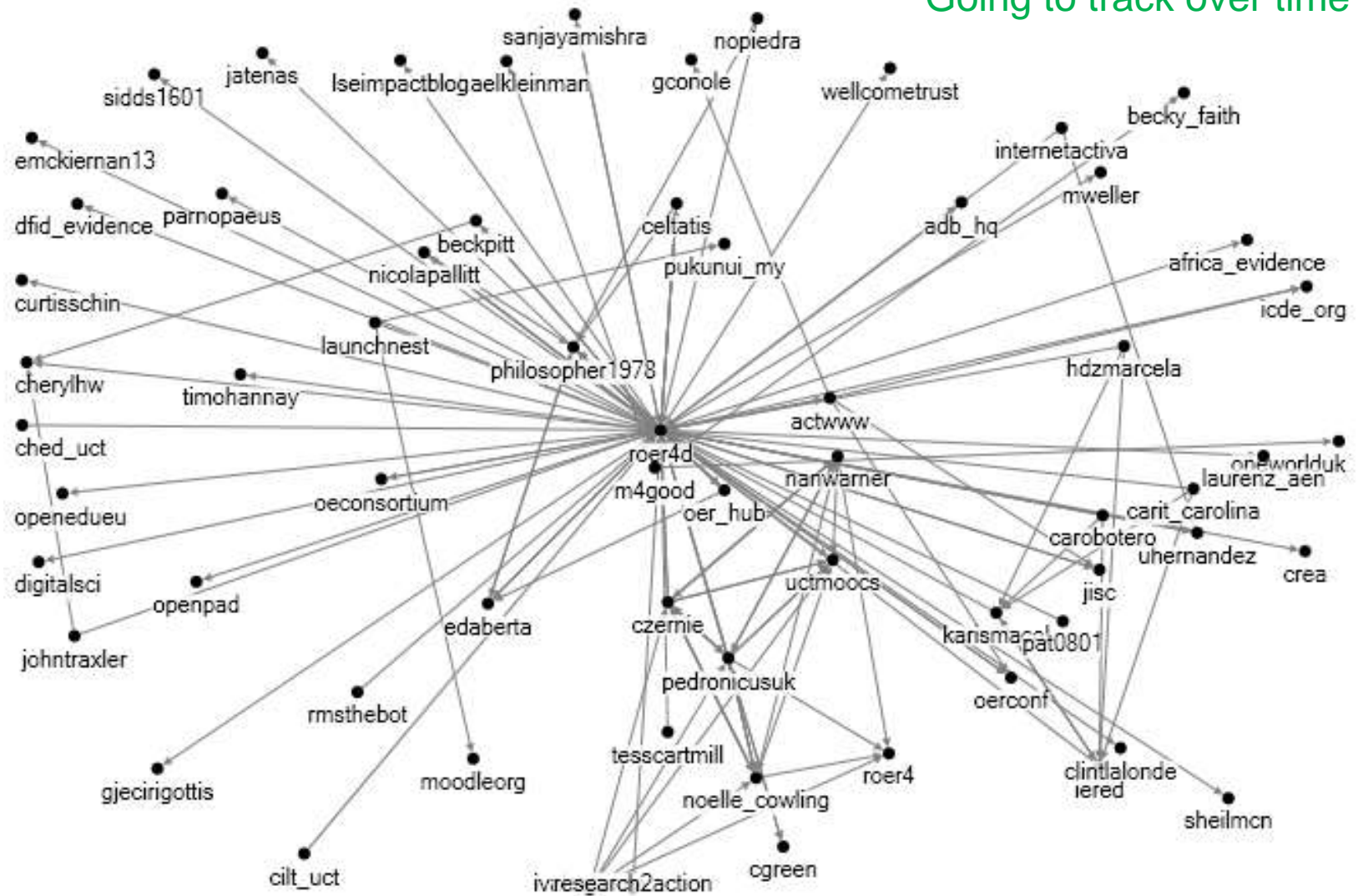
Continue tweeting around events as this draws higher levels of engagement



# “ROER4D” search: replies and mentions

(at 2 March)

## Going to track over time

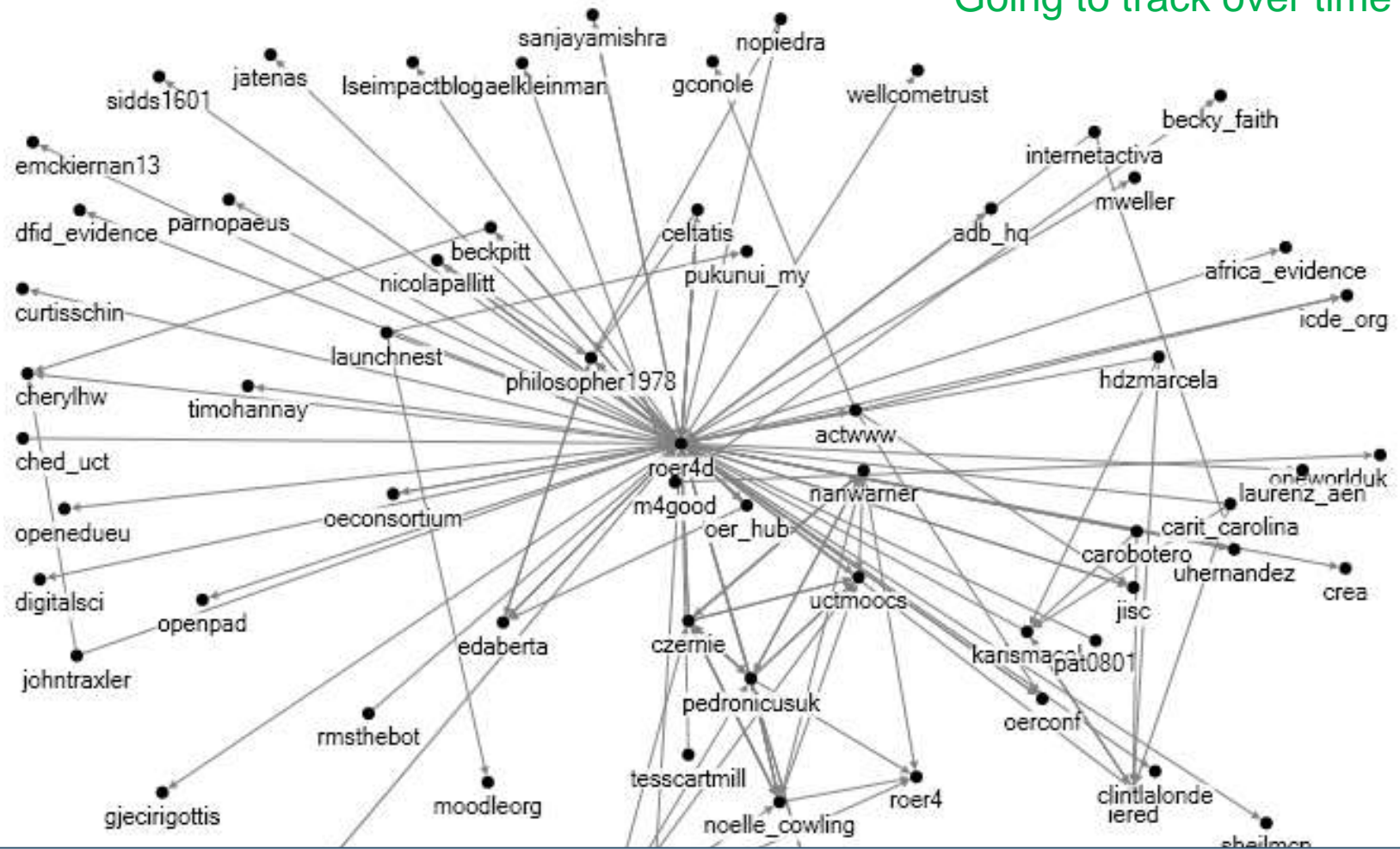


Data fetched from Twitter's API via NodeXL; Frucherman-Reingo algorithm graph constructed in NodeXL

# “ROER4D” search: replies and mentions

(at 2 March)

Going to track over time



## Recommendation:

Pick up conversations with key people identified from these snapshots



# How to engage audiences early

- Share outputs early
- Ask for participation
- Track and measure engagement
- **Create and maintain relationships on and off-line**

# Create and maintain relationships and networks



**ROER4D** @ROER4D · 25 Nov 2015

Happy to have @CherylHW back in Cape Town after #opened15 related travels! Sharing stories of global #openeducation and #oer projects.



ROER4D Retweeted



**Cheryl H-Williams** @CherylHW · 23 Nov 2015

Back in Cape Town! Great to see @celTatis & @BeckPitt at #opened15. Look forward to co-authored papers with #ROER4D!



**Beck Pitt** @BeckPitt

Grizzly bear hugs to @CherylHW & @celTatis from the 'Loops - hope you got home safe and see you soon #opened15



1



2



# Audience analysis ongoing

## ROER4D Key Audiences

- 1. Government/policy makers
- 2. Teachers/educators
- 3. Institutions (HEI, Schools)
- 4. OER community
- 5. Global researchers
- 6. Funders
- 7. Development community
- 8. Others (specific interest/discipline)
  - Textbook publishers
  - Open data community
  - MOOC providers
  - Language practitioners
  - etc

More granular and  
specific audiences  
emerging

# Thank you!

Questions?  
Comments?



# Links



**Website:** [www.roer4d.org](http://www.roer4d.org)



**Contact Author**  
[sukaina.walji@uct.ac.za](mailto:sukaina.walji@uct.ac.za)



**Follow us:** <http://twitter.com/roer4D>



**Presentations:** [www.slideshare.com/roer4D](http://www.slideshare.com/roer4D)

# Acknowledgments & Attribution

**Written by Sukaina Walji**  
**With acknowledgement to Sarah Goodier**

**Contact:**

**[Sukaina.Walji@uct.ac.za](mailto:Sukaina.Walji@uct.ac.za)**

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